

Adam Goes Shopping

Before reading

- Read the title . Ask the children: *How is Adam feeling?*
- Look through the story and discuss how Adam is feeling on each page.
- Look at page 99-④ and introduce the word “bored” to the children. Encourage them to find the word in the text. Discuss why Adam might be feeling bored in the story.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Check the children can read the ending “-ed”: “wanted”, “bored”, “tired”, “looked”.
- Periodically ask the children to explain how they are decoding and deciphering new words. Remind the children to re-read sentences to ensure fluency once they have decoded the words.

Observing

Check that the children:

- use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meaning of unfamiliar words and to make sense of what they read
- recognise the critical features of words, e.g. length, common spelling patterns.

Group and independent reading activities

Text level work

Objective To retell stories, giving the main points in sequence and to notice differences between written and spoken forms in retelling.

- Ask the children to retell what happened in the story. Prompt them to refer to words used in the text (e.g. “bored”, “tired”, “fed up”).

- Remind the children to retell the story in sequence to prevent omitting key points.

Observing Can the children retell the story in detail and in sequence?

Sentence level work

Objective To expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text.

- Turn to page 98-①. Look at the ending of the word “shopping”. Ask the children to cover the “-ing” ending and read the sentence again. Ask: *Does it make sense?*
- Encourage the children to say “-ed” at the end of the word and ask again: *Does that make sense?*
- Discuss how words are written down to make sense and how it is important that we read the whole word and not just the initial part.

Observing Can the children hear when a sentence does not make sense?

Word level work

Objective To recognise the critical features of words.

- Look through the story together and create two lists of words with endings “-ing”, and “-ed”. Read the list through together and discuss how each ending affects the words (“-ing” creates actions/“doing” words; “-ed” words are to do with the past/“was” words).
- Encourage the children to think of other words to add to the lists.

Observing Can the children find and recognise “-ing” and “-ed” endings?

Comprehension

Ask the children:

- On page 98-②, *how is Adam feeling? (bored)*
- On page 99-④, *why doesn't Yasmin want to go home? (She wants some shoes.)*

- On page 99-④, what kind of shoes is the man trying on and why? (Funny shoes, probably because he is a clown.)
- On page 100-⑤, what kind of shop are they in? (sports shop)
- On page 101-⑧, why can't they find Adam? (He is in the tent.)

Speaking and listening activities

Objectives Create and sustain roles individually and when working with others ; work in role.

- Ask the children to work in small groups and retell the story of "Adam Goes Shopping".
- Prompt them to use their facial expressions to communicate how everyone in the family is feeling throughout the story.

◀▶ **Cross-curricular links**

Art: self-portraits

Numeracy: money

Writing

Objective To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.

- Ask the children to choose a character from the story and create a character profile for a poster.
- Encourage them to draw their character in the centre of a page and write key behaviour displayed in the story. Prompt them to use the text to help them with their spelling of key words.
- Remind the children they can write labels instead of sentences.